

**DEVELOPING LISTENING COMPREHENSION SKILLS IN 5<sup>TH</sup> GRADE EFL  
STUDENTS THROUGH THE USE OF PREDICTABLE BOOKS**

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**FACULTAD DE BELLAS ARTES Y HUMANIDADES**

**LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA**

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Trabajo de grado presentado como requisito para obtener el título de  
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## **Resumen**

Este estudio fue realizado debido a que el investigador quería mostrar la importancia del desarrollo de la habilidad de escucha en una segunda lengua. En este caso se realizó el trabajo con niños de quinto de primaria en una escuela pública de Colombia.

Para desarrollar la habilidad de escucha se utilizó un libro predecible, este libro contiene una historia simple y estructuras gramaticales repetitivas fáciles de comprender para el estudiante.

La estrategia de enseñanza que se utilizó para presentar el libro, fue el uso de ayudas visuales, gestos y movimientos corporales, como también el uso del TPR.

TPR es una técnica efectiva para preparar a los estudiantes en la actividad de escucha y familiarizar a estos con el vocabulario que encontraran en el libro.

El uso de ayuda visual facilitó a los estudiantes a reconocer el significado de nuevas palabras en una segunda lengua y a su vez a relacionar estos con su primera lengua.

Para estimular el aprendizaje del idioma y el desarrollo de la habilidad de escucha y la comprensión, se utilizó una versión tamaño grande del libro. Marvin K. Mooney Will You Please Go Now!! By . Dr. Seuss book, “, esto debido a que el grupo era de 36 estudiantes.

El uso de comandos en ingles y de frases repetitivas existentes en el libro, facilitó la adquisición de unidades lingüísticas en una segunda lengua.

Por otra parte, los estudiantes demostraron que comprendían la historia del libro ya que hacían comentarios de este en su lengua materna y hacían uso de expresiones corporales para dar a conocer que comprendía en las actividades realizadas en la clase.

**Palabras claves:** Habilidad de Escucha, Libros Predecibles, Lenguaje Repetitivo, Respuesta Física Total.

## Abstract

This study was performed because the researcher wanted to show the importance of developing the listening skill in a foreign language. In this case, I was working with fifth grade children of an elementary public school in Colombia.

To develop listening skills I used a *predictable book*; i.e. a children's book with a simple story and repetitive sentence patterns. The teaching strategies I used for presenting the predictable book were the use of visual aids, gestures, body language and TPR (Total Physical Response).

TPR was an effective technique for preparing students to listen and for making them familiar with vocabulary that they would encounter in the book. The use of visual aids, like flashcards, helped students relate new English vocabulary with concepts they were already familiar with in their native language.

To provide students with a more stimulating and immediate listening experience – especially since the group was very large – I prepared a special oversized version of the Dr. Seuss book, “Marvin K. Mooney Will You Please Go Now!”

The use of TPR commands and the frequent repetition of phrases in the book provided students with language *chunks* – meaningful phrases or sentences that students acquire as linguistic units.



I found that the students responded very enthusiastically to these activities. Moreover, they demonstrated understanding of the stories by commenting on them in their native language, by performing kinesthetic actions related to the story and by retelling the story with the aid of realia and pictures.

**Key words:** listening skill, predictable book, language chunks, TPR (Total Physical Response)

## **Objectives**

### **General Objective**

To Implement strategies to develop listening comprehension inside the classroom, through the use of predictable books and facilitate the second language acquisition in young learners of 5<sup>th</sup> grade of elementary schools

### **Specific Objectives**

- To apply predictable books as a tool for developing listening comprehension in class.
- To improve listening comprehension in the students of 5<sup>th</sup> grade elementary school.
- To facilitate the comprehension of predictable book through the use of TPR (Total Physical Response).

## Statement of the problem

One of the most important goals of Colombia's MEN (Ministerio de Educación Nacional, 2006) as expressed in the *Plan Nacional de Bilingüismo* is that by 2019, all secondary school graduates possess a B1 level of proficiency in English defined by the Common European Framework of Reference for Languages (CEFR).

At this moment, this appears to be a distant goal. The results of the 2007 ICFES (Instituto Colombiano para la Evaluación de la Educación) exams showed that only 32% of the students possessed the minimum level of proficiency, that is to say, A1. Only 7% demonstrated a slightly higher level – A2, which permits them to understand phrases and everyday expressions. None of them demonstrated a B1 level and 55% did not even attain A1.

Dunkel (1991) and Rost (2002) cited by Vandergrift (2007) suggest that listening comprehension is at the core of learning a foreign language since it has an impact on the development of the other skills. As Morely (1984) cited by Horne (2010) points out, that listening is the most frequently employed skill in daily language use. This is in agreement with Krashen's (1985) assertion that the development of basic language skills begins with listening.

Unfortunately, many Colombian teachers fail to provide their students with sufficient listening practice. Reasons for this may be that:

- Their own pronunciation is bad

- They do not know of effective techniques for teaching listening.
- Students are convinced that learning English is difficult and so they feel unmotivated.

Young children may find it hard to listen and focus their attention.

This study was made taking into account the importance of teaching a second language in elementary grades.

Predictable story books may represent an effective and highly motivation way to develop listening skills, especially whose works to young learners. *Predictable books* allow listeners to guess or predict a series of events about a specific story. These books are written in such a way that listeners are motivated to understand them. Moreover, predictable books usually provide controlled language and repetition of words, catch phrases, orderly illustrations that match the text.

Children's stories, such as the well-known "Dr. Seuss" books are fun for students of diverse ages. They also have predictable outcomes, and contain a great quantity of repeated words and expressions. They are ideal for listening comprehension activities because they often focus on simple themes or morals that can be understood in terms of specific vocabulary classes, grammatical patterns, etc.

The use of motivating methodologies and the strategies applied by teachers in their instructions may helped students to achieve communicate competence and acquire the ability to comprehend what they hear in a foreign language.

This study aims to identify some of the characteristics a listening practice instructional program based on the use of predictable books could have with respect to a group of 5<sup>th</sup> grade elementary school students. It also seeks to discover some of the challenges involved in the design and implementation of such a listening instructional program and to determine the impact that such a program might have on 5<sup>th</sup> grade EFL students' listening skills.

### **Description of the study**

This study was realized with the aim of developing listening skills in fifth grade elementary school students. To achieve this aim I used a predictable book “*Marvin K. Mooney Will you please go now!*” by *Dr. Seuss*. The predictable book was presented in a big presentation. The illustrations, the repetition of words and grammatical patterns are characteristics of the predictable book that helped to students comprehend the listening story.

Students were exposed to TPR commands, visual aids and didactic games that were fundamental in this study due to the importance of reducing the high level of anxiety in the students and increasing the level of listening comprehension skill. Through the use of predictable book students acquired vocabulary and linguistics input that motivated them to tell the story in the context of a cultural event held at the school.

## **Research questions**

This study was guided by the following research questions:

- How can predictable books be used effectively in a listening practice instructional program for a group of 5th grade public elementary school students?
- What challenges are involved in the design and implementation of such a listening practice instructional program?
- How can such a program impact 5<sup>th</sup> grade EFL students' listening skills?

## **Glossary**

**Listening:** According to Rost (2002), listening is a mental process of constructing meaning from spoken input.

**Predictable book:** Predictable books are books that contain repetitive language or rhymes that help children predict the sentences they are going to read or hear.

**Language chunks:** Short bits of language that learners acquire as units.

**TPR (total physical response):** Total physical response is a strategy developed by Asher, who suggests that language acquisition can be greatly accelerated through the use of movement.

**Comprehensible input:** According to Rost, (2002) comprehensible input is a language that listener can understand even though is not know some linguistics elements

**Affective Filter Hypothesis:** Hypothesis proposed by Rost(2002) , who argues that learning experiences helping students to reduce their anxiety and will generally be beneficial.



## **Abbreviations**

**L1:** First language

**L2:** Second Language

**TPR:** Total Physical Response

**CLT:** Communicative Language Teaching.

**LC:** Listening Comprehension

**NA:** Natural Approach

**LTM:** Long Term Memory

**STM:** Short Term Memory

**EFL:** English as a Foreign Language.

## **Literature Review**

### **The crucial role of Listening Comprehension**

Vandergrift (2007) points out that while listening comprehension lies at the heart of language learning, it is the least understood and last researched skill. Listening comprehension is not a passive activity. It is a complex active process in which the student must discriminate sounds, understand vocabulary and grammatical structure, interpret stress and intonation and associate it into the context. (Vandergrift1999).

In fact, listening is at the heart of language learning due to its role in the construction of other language abilities Dunkel 1991, Rost (2002 cited by Vandergrift 2007). Vandergrift (1999) points out that listening comprehension is a highly integrative skill as it is usually the first skill that learners develop. In addition, listening comprehension skills help to facilitate the acquisition of vocabulary and grammatical competence. Terrell and Krashen (1983) argue that teachers should not force student to produce utterances in the target language until they have an opportunity for the acquisition process to begin. For this reason, it is important for teachers to find effective strategies for presenting audio input in order to help students develop listening strategies and take the maximum advantage of language learning opportunities. The importance of finding effective strategies for teaching listening was demonstrated in research done by Hasan (2000), Kim (2002) and Graham (2003, cited by Vandergrift (2007), who

concluded that language learners perceive listening as the most challenging skill to be developed. The grade of difficulty in understanding specific listening input in L2 may generate in learners a feeling of frustration and anxiety (Graham 2003, as cited by Vandergrift, 2007).

### **Importance of Developing Listening Skills**

Listening is probably the most important skill that people need to develop to acquire a second language since it is the principal means by which learners receive linguistic input. However, it is found that this skill presents the highest level of difficulty in teaching English as a foreign language to elementary grades.

Rubin (1994), Dunkel (1991), Rost (1990) and Anderson and Lynch (1988) cited by Soyoun. K (2010) emphasize that listening skills play a crucial role in communication. Moreover, Oxford (1993) says that “listening is perhaps the most fundamental language skill”. (p.205)

Richards (1983) cited by Brown (1994), who mentions a list with some micro skills useful for learners to acquire effective interactive listening strategies. Some of these micro-skills were taken as criteria to develop listening in this project:

- Retain chunks of language of different length in short- term memory.
- Discriminate among the distinctive sounds of English.
- Recognize reduced forms of words.

## Krashen's theories emphasize Listening

### Natural Approach

The Natural Approach (NA) is a method of foreign language teaching developed by Krashen and Terrell (1983) which applies the principles of natural language acquisition. It is based on the premise that learning occurs when the learner is exposed to comprehensible input; that is, people learn from messages that slightly surpass their current competence (input hypothesis). Apart from this, The Natural Approach states the following principles.

- Language *acquisition* is different from language *learning*. Language acquisition is a natural, unconscious process in which learners assimilate elements of the target language as they receive and process linguistic input. Language learning, on the other hand, refers to a conscious process of memorizing vocabulary and analyzing grammar. According to Krashen (1983) "Conscious learning operates only as a monitor or editor that checks the output of what has been acquired."
- Krashen's (1983) *input hypothesis* claims that language acquisition takes place when learners are exposed to comprehensible input. According to Rost (2002), Comprehensible input refers to the language that listeners are able to understand, even though this comprehensible input contains some linguistic elements that are unfamiliar

to the listener. Krashen represents this idea by means of an equation: “ $i + 1$ ” where “ $i$ ” represents input that is clearly within the learner’s current ability to understand and “ $1$ ” represents input that is slightly beyond the learner’s linguistic ability.

- Krashen (1983) claims that learners acquire new linguistic knowledge when they use familiar linguistic input as a scaffold with which to overcome the challenge posed by the new input.
- Grammatical structures are acquired in a predictable order; learners acquire structures when they are ready for them (and not before).

Another important theory postulated by Krashen is that there is a “*silent period*” before humans can produce organized language; thus, if a person is forced speak, it may produce stress and raise the level of anxiety. Peregro (2008) explains this as a period during which students acquire language knowledge by listening and understanding as opposed to learning through drills. Krashen and Terrell (1983) urge teachers not to “force students to produce utterances in the target language until they have had an opportunity for the acquisition process to begin”, and argue that “the first hours of class should be devoted to activities in which students receive comprehensible input”. (p.75)

- The students’ emotional state greatly influences the language acquisition process. Negative feelings like anxiety, boredom, etc. create an “affective filter” that interferes with this process. The *affective filter* is another hypothesis that Krashen in relation to

second language acquisition; this hypothesis claims that” *learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better prepared to acquire a second language*”. Krashen states that “*The lower the anxiety, the greater the language acquisition*”.

### ***The use of L1 in the L2 classroom***

Krashen’s theories contemplate the use of L1 in the EFL classroom. Krashen (1983; 60) suggest that use of familiar input facilitate the acquisition of new language. Meanwhile, when students try to express their ideas in the foreign language, students tend to fall back on the L1 and use the syntactic rules of the L1. Permitting teachers and students to use the L1 facilitates getting the meaning of content necessary to be used in L 2 and provide an efficient means of communicating meanings. Additionally, Nation (2003) points out that the use of L1 helps student’s acquire knowledge necessary to perform tasks in L2. However, the use of L1 is a tool that should not be over used.

### ***Learning language by “chunks”***

The use of lexical phrases and predictable sentences are an effective strategy for developing listening comprehension and for helping learners improve language proficiency. These stereotyped phrases and sentences are often called “chunks” (Fang, 2009). When students learn and use these we say that they are “***chunking***”.

Before illustrating how chunking is related to listening comprehension, the concept of short-term memory (STM) has to be clear. In this regard Richards, Platt and Platt (2000) explain that (STM) is a part of the memory which receives information and stores it for short periods of time while it is being analyzed and interpreted. Once the information is understood, it makes part of the long-term memory (LTM). As we know, if the information in STM is not processed it will readily fade. In sum, Chunking or coding single units into larger units is a tool to transfer information from STM to LTM.

Chunking, in a very significant way, stretches the capability for information processing and how that process is dealt with. If restricted to seven units, it would make a halt to the information-process sequence, and in this processing, the information is being enabled to pass to permanent memory. Then, the better we are at chunking, the higher amount of information we can cope with. Moreover, chunking amplifies the capacity of STM and establishes associations amongst different items. It helps recall information and reduces the time needed to rehearse those items. When speech input enters STM, listeners chunk the sounds into meaningful units according to their previous knowledge; this information is then located in LTM while its meaning is retained.

## Developing Listening skills through Predictable Books

Curtain and Dahlberg (2004 cited in Gonzales 2010) describe a big book as “an enlarged piece of commercial or student made literature, intended to recreate the intimacy and good feelings of one –on –one ‘read aloud’ sessions with an entire class” (p 98) . So they are large enough so that the entire class can share in the experience. Most big books are written for children; and have “a predictable story line with strong rhythm, rhyme, repeated patterns, logical sequence and supportive illustrations”. Therefore, we can call these predictable books.

Some examples of big (predictable) books can be seen in figure:

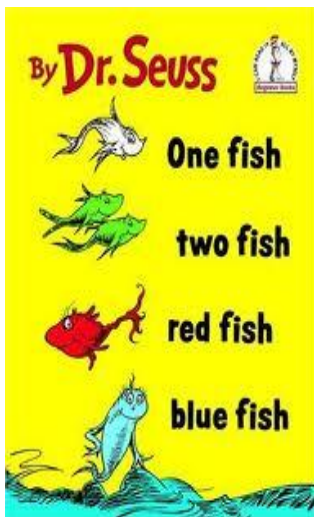


Figure 1

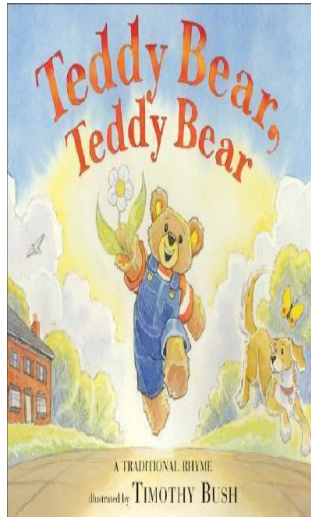


Figure 2

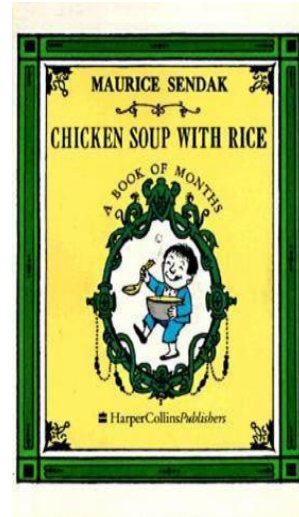


Figure 3



Taking into account Krashen theories of language acquisition, we can see that predictable books can be an ideal tool for teaching a foreign language to children:

- They are interesting for children to look at and they present language in a “fun” way. Thus they motivate learners and help to reduce the affective filter.
- Predictable books have short sentences (“chunks”) that are easy for students to understand and to repeat.
- Predictable books have are rich in images that help to students acquire new structures and vocabulary.
- Through predictable books, students use of “*chunks*” this short sentences allow the student to code the words and to be immersed in a second language. Students register all single words, until those learners reproduce the learning words. It happened when students are not forced to respond immediately and let that student respond only if they are confident and motivated. In other words they do not require students to produce language before they are ready. In this way they respect students’ “silent period”.
- To reinforce the importance of the use of predictable books in class, it is important to mention that there are students that learn in many different ways. With the use of predictable books, teachers can develop in class the visual part, auditory and kinesthetic style of learning mentioned in Gardner’s (1983) theory of multiple intelligences.
- Krashen and Asher mention in their theories the importance of students learning English through actions and without anxiety. In this case, teachers can teach the book’s vocabulary through TPR (Total Physical Response) where students learn through no verbal communication.

Books that contain illustrations help to clarify or support the word sentence or pattern that is repeated in the text (Optiz, 1995 cited by Linse 2007). Storytelling and predictable books may empower strategies of teaching, especially when teachers use books in their instruction. The use of books in the classroom, when speakers are learning a second language, facilitates the development of listening skills. Books aid students in their language learning; whereas for the teacher, it is a pedagogical tool. According to Teale (1981, cited by Dorothy, S and Lesley, M, 1990) with respect of the implemented books is that “Books develop children’s vocabulary and sense of story structure, both of which help them learn to read “.( p.518)

Wright (1995, cited by Linse, 2007) points out that stories help children develop a “sense” or “feel” for a second language. In the same way, Slattery and Willis, 2001; Brewster, Ellis and Girard, (2002, cited by Linse, 2007) asserts that the use of stories in EFL elementary school classrooms allows learners to be exposed to other cultures. Accordingly, this affirmation allows us to propose that the acquisition of a second language helps to know the social relations and the behaviors of other cultures, especially those whose spoken language is English. It should be noted that learners cannot forget the mother language. Thus, from this assertion, it can be said that any student might acquire the second language successfully.

Gonzales (2010) cited by Castro’s research done in Colombia (2002) it is stressed that for that “Listening to stories develops children listening and concentration skills and their ability to receive and understand information expressed in words. Furthermore, with the stories

children develop learning strategies such as listening for general meaning, predicting, guessing, meaning and hypothesizing”. (p. 52)

### **Learning vocabulary through TPR as warming up activities previous to Listening task**

Asher, (1996:2001) explains that total physical response (TPR) is a kind of language used by teachers. It is developed through the use of kinesthetic behaviors. Teachers use this technique in classroom in the following way: the teacher gestures, models, give commands and the students perform the commands they previous heard and imitating. That is to say, that human brain has a biological program for acquiring any natural language.

This technique is based on the same process of learning the first language acquisition: First, children that no produce sentences, can respond to commands. (Sample: go to mom) Second, the children’s movement is manipulated by the adult through the use of commands and third the speech act is naturally, it is not forced.

The effectiveness of TPR was demonstrated in a study carried out by Hsu.C and Hui L (undated) at National Changhua University of Taiwan. The results were: Immediate effects of TPR on listening comprehension were found; students’ motivation and interests in learning English were enhanced thorough TPR. In addition to being positive for regular people, TPR is also effective when working with students with special needs. Duran (1992, cited by Hsu.C, & Hui. L, undated) conducted a study on a student with severe retardation. Students learn six

commands related to the classroom but, it was connected with some words that were on the predictable book. As a result student started to say more words in English than in the first language.

## **Visual aids**

The use of visual aids and activities that activate prior knowledge contribute to creating a meaningful context within which a listening activity should take place. (Norton, Redmond, Lynn 2006). Moreover, Curtain and Dahlberg (2004, cited by Gonzales, 2007) conclude the use of visual aids such as graphic organizers and pictures to accompany listening instruction can assist students in organizing ideas and relating them to meaning.

According to Felder and Henriques (cited by Sabatova, 2008) “mentions that students learn in many ways – by seeing and hearing which is sometimes called modality model, reflecting and acting that is in some sources named as model of behavior or exposing with time, reasoning logically and intuitively which is connected with the way we receive information and lastly memorizing and visualizing”.

Moreover, Gardner’s (1983) theory of multiple intelligences mentions seven intelligences that human beings use to perceive and understand the world:

- ✓ Verbal linguistic
- ✓ Logical – mathematical
- ✓ Visual spatial
- ✓ Body kinesthetic
- ✓ Musical rhythmic

- ✓ Interpersonal
- ✓ Intrapersonal

In this case, the use of predictable books is a useful tool to allow teachers to work with three kinds of intelligences mentioned in Gardener's theory; those intelligences are:

- Verbal Linguistic: the ability to use words and language.
- Visual Spatial Intelligences: refers to the ability to visualize objects and create and special dimensions, and create pictures.
- Body Kinesthetic Intelligence: refers to the possibility to express whit movement physical emotions.

## **Methodology**

### **Type of study**

This is a qualitative research project, as defined by the criteria proposed by Wallace (1998) suggests that the intention of qualitative research is to be more subjective in terms of data than cannot be quantified.

This project employed appropriate techniques and tools to work with 5<sup>th</sup> grade EFL students to develop their listening comprehension skills through the use of predictable books.

The techniques used in this investigation to collect data were: an interview, classroom observations (3), a video, a big book and field notes (3). The techniques mentioned above were useful in order to gain insights into factors that impact the development of listening comprehension in learners. Such techniques permitted me to address issues involved in acquiring listening comprehension skills in a second language. These techniques were applied according to the research purpose.

## **Context**

This study was carried out in a primary public school located in *Providencia* in the urban area of Pereira; the school is supported by the government. The school has 150 students. As for teaching resources, the institution has a systems room and a library. The socio economic status lies between social strata 1 and 3, which in Colombia make reference to low social status.

The school does not have professional English teachers; there are practitioners from the English Teaching Program of the Universidad Tecnologica de Pereira (UTP), and teachers from other subjects who possess a basic knowledge of English.

All the students from 1<sup>st</sup> grade to 5<sup>th</sup> grade take English classes two hours a week. The syllabus is designed by the teachers of the institution based on the *Estándares Básicos de Competencia en Lenguas Extranjeras: el Reto* (2006). On the other hand, the practitioners have the autonomy to decide which topics to teach.

## **Participants**

The participants in this project were a group of 37 students on 5th grade elementary and the researcher. The students' ages ranged from ten to twelve years old. 53% (19) of students were girls and the 47% (18) were boys. Until the implementation of the research, students were exposed to English two hours per week. It is worth mentioning that they are active

participants. The participants were selected due to the fact that they already have a basic knowledge of English. This means that they already know certain English vocabulary and can identify it in its oral form.

### **Researcher's role**

In relation to the role in the investigation the researcher participated as an observer and teacher. Nagy, Bibber, Leavy (2006) argues that “the researcher’s selves may get out of balance—one self is in the air (participant role) while the other is on the ground (observer role)”(p.253) . The researcher played two roles: the observer’s role and the facilitator’s role. The facilitator’s role concerned the direction of the instructional sessions, giving instructions on the listening strategies that were carried out during the classes. In addition, the facilitator monitored the students while they were developing the tasks. Also, the facilitator gave feedback and elicited information from the students. With regards the observations that researcher analyzed of students’ behaviors that were occurring during the class, Furthermore, the researcher observed the strategies used by the teachers and kept track of the information by means of field notes, videos, journals and self-reflections. Lastly, the information was coded in three formats (appendix) and analyzed as well.



## **Data collection methods**

### **Interview (Appendix 1)**

The main purpose of an interview is to obtain specific information in relation to the importance given to the listening skill in English classes. (Merriam, 1998). The interviews showed issues that were not evidenced in the observations.

There was an interview with the homeroom teacher. This interview was in Spanish due to the fact that the teacher does not speak English. This interview was useful because it allowed me to get important input about the students and the previous knowledge they had. I realized the techniques and approaches applied by the institution in order to achieve the listening skill in the foreign language.

### **Observation (Appendix 2 Figure 1 -2-3)**

During this study, three observations were recorded and registered. In each observation I focused on specific aspects like students' behaviors and vocabulary acquisition. In the first one (see appendix 2) I made a general observation to determine the students' behaviors towards the methodology applied in the English class. Moreover, the field notes of the observations were taken in the warming up activities and post listening part. Also, the field notes were

taken with regards to the activity “Izada de Bandera en Inglés” it was done at the end of the academic period.

One of the reasons for doing the observations was checking the students’ attitude at moment of being exposed to the listen of a big predictable book. To continue I observed how students reacted to the audio book story.

I used a format to register the three observations. The format helped me to organize the information related to the videos and the journal.

### **Field notes (Appendix 3)**

Each observation was supported by field notes done after each session. In the field notes, I included not only aspects about students’ behaviors and vocabulary acquisition, but also aspects related to my role as researcher.

### **Video**

Videos were complementary materials used in classes. The use of video tape was a tool that helped me to observe students actions and behaviors that were difficult to register at the moment of data collection.

For this study, I videotaped four (4) sessions. Each session was lasted one hour, two days a week. After each videotaped sessions, I took notes and transcriptions. These helped me to analyze the students listening comprehension in each session and to organize the emerging finding.

## Instructional design

### Lesson plan (Appendix 4)

The objective of the instructional design was to develop listening comprehension skills in EFL students through listening activities. These activities were based on telling a predictable story to students.

### Big books (Appendix 5)

The use of big books facilitated the process of catching students' attention in the English class activities. The characteristics of the book were the following: size, images, and language content. In the other words, the language is designed for fifth graders in Colombia

To develop this part of the study, I created my own **big book** version of *Marvin K. Mooney Will You Please Go Now!* By Dr. Seuss. I also downloaded from internet the audio file of the story.

To develop the listening activity, Dunkel's (1986, cited by Norton and Redmond, 2006) techniques was used. This technique is divided into 3 stages: Pre-listening, listening and post-listening.

### **Pre- listening activities**

In first stanza, the new words were presented to the learners. That is to say, the teachers pre- teach vocabulary and create an atmosphere necessary to give the input. This goes in accordance with Dunkel's (1986, cited by Norton and Redmond, 2006) suggestions in it is claimed the students' need to activate previous knowledge (like meaning and pronunciation). This method of teaching was based on the Asher's (1966; 2001) TPR theory. In TPR, it is stated that that language learning is speeded up through the use of kinesthetic behavior (body movement) and the use of commands in class. Thus, in the list presented below, the points used to develop the pre-listening part are mentioned.

### **Activate vocabulary**

The vocabulary was activated through the use of flash cards. Each flash card had a picture in front and the word related to the image in its back.

### **Total Physical Response (TPR)**

Was used to support the learning of verbs and pronouns (Can-Go –you).

### **Warming up**

There were used games such as broken phone and guessing the word to activate students listening skills.

### **Listening activity**

In this part, I read aloud the predictable big book to the students. At the end of the activity I checked if the students were understood the vocabulary taught previous to listening to the story. Additionally, I assessed other topics taught before classes. The big predictable - book had 26 pages and big illustrations, the content grammar had two or three phrases for page.

### **Post- listening activity**

The students listened to the story in a CD room. While students were selecting the correct picture, they were listening the audio story. In this part of the session, illustrations without text were used with the aim of having the students analyze the pictures while listening to the audio tape.

In this part of the session, the students heard the two versions (one from the listening and one from the post listening). The students were making a mental connection with the vocabulary that was taught before and the sound of the words (pictures- words – sound). The second versions were used to involve native pronunciation and familiarize the students with the original pronunciation. The audio was applied to develop students' high capability of comprehension when being involved in an English session. One way that students develop listening by being exposed to native pronunciation, and not only to the pronunciation provided by no - native speakers.

In this section students were assessed, by being invited to retell in their own words the story of “Marvin K. Mooney”. Students did an oral presentation in which they used pictures and objects to explain to their classmates the story. In this case the students demonstrated that they memorized the story and also improved their motivation in these kinds of activities.

## Findings and Discussion

This section describes relevant findings that involve the use of TPR activities as a strategy to acquire vocabulary and the use of predictable books as a technique to develop listening comprehension in an English class.

An interesting aspect of this part of the project is the way students comprehended a predictable story especially when it was presented as a big book or when it was accompanied by an audio story as a tool to further develop listening comprehension. Not only that after hearing the audio story students could repeat from memory short sentences and use these in appropriate contexts in order to communicate related ideas and events of the story.

### 1. TPR activities that served as a useful pre-listening technique

In this study, I found that the use of TPR commands and body language were effective additions to the presentation of flashcards for presenting new vocabulary during the pre-listening section of the lessons. The following sample shows how TPR and body language facilitated students' comprehension.

*-----Sarita stands up and goes to the teacher-----*

*She was in the middle of classroom*

*T: Come in. Could you please sit down, could you please stand up, could you please go to the door?*

*SS (Sara): make the actions but, close the door.*

*T: but I don't say close the door... Could you please show me the table? Show me the table,, show me .. This is a chair, this is other chair this is a table ... show me the table. Or desk.*

*Ss. : muestre el puesto de la profesora tóquelo ..*

*T: this is a desk. Could you please come in, could you please sit down, you can sing a song, - puedes cantar una canción.*

*Ss Sara:Noo.*

I noticed that students responded appropriately to action commands like “stand up”, “Go to the door” and “could you please raise your hand”. When some students did not understand, their classmates explained to them the meanings of commands in Spanish. Some students waited for their classmates to execute the commands and then imitated them. Others waited for their classmates to translate commands for them.

This accord very well with Asher’s theory 1965 (cited, by Bertha. S, 1987) that suggests that the use of kinesthetic behaviors facilitates the comprehension of input in a foreign language. By reducing anxiety, it facilitates students’ participation in EFL learning activities. Likewise, Peñante and Bazo (2001) suggest that “body language plays a significant role in the teaching a foreign language especially at the beginner level.

## **2. The use of visual aids facilitated vocabulary recognition**

The use of flash cards as a pre-listening technique to introduce new vocabulary helped students to understand the story when it was read to them. In this part of the lesson I observed that student’s input was activate with the images. Visual aids served to connect the new words being presented with concepts that were already familiar to the students through their life experience. Students raise their hands and repeat in core the picture’s name. Some of Students answer in Spanish but many of them were speaking aloud the name of this in a second language.



*(Sample)*

*Teacher show one flash card and ask students. /Students are doing noise /...*

*T: finally... What is this?*

*She represents the action of the pictures, and students speak in Spanish. She said skates.*

*In that moment teacher gives the card to the students and pass it every one,*

*And everyone ask aloud skates*

*Ok*

*T What is this? Skates.....*

*Ss: Sara what is?.. All students said ... Is a hat... Hat ... hat... Hat*

*T: Who can tell me what is hat?*

Showing pictures and repeating words in the foreign language was the initial step that I used to introduce new vocabulary and meanings. Additionally, I used kinesthetic movements and mime to demonstrate meanings of the new vocabulary.

The following sample illustrates how I introduced new vocabulary by showing pictures and saying the words in L2, and how I used kinesthetic movements and mime to demonstrate meanings. The sample also illustrates how students demonstrated comprehension by producing L1 equivalents to the new words and then by repeating them in the L2.

*T: What is this? (Showing an image of feet and representing it with body language)*

*Ss: feet...feet (Representing the action with body language) T: What is this? (Showing an image of a hat and representing it with body language) Ss: (Juan Manuel, Juan Daniel and Miguel Angel): es un sombrero... Sara what is this?- is a hat .. Hat ... hat... Hat....*

Sometimes pictures were not enough to communicate meanings. Another sample shows how I used pictures to illustrate the meaning of “zike-bike” and “zumble-zay” when students asked about these, and how I reinforced this by means of a brief explanation and mime.

*(Sample 2)*

*T: What is this?- This is a zike ...bike .*

*Valentine could you please pay attention? , and what is this ? ( students watch the picture)  
..Zike-bike repeat .And what is this is (student watched the picture but they didn't answerd  
.)*

*T: it is a zumble zay ..*

*Ss : profe que es eso ?*

*Here teacher explained the meaning of the word*

*T : zumble ..when you are in a circus and there are elephants and you have a small car  
and the other person say hello helloooo . This is Zumble says : (she showed the flash card )*

*SS: (Camacho) : esos son porristas( laugh)*

*T : no.. is the car . it is a car and it is the elephant ( teacher indicates with her body the  
actions) ..It is a car that has one elephant.*

I found this a more direct and effective way than simply translating L2 words into students L1. Linse (2007) asserts that the use of repetition combined with presentation of illustrations is optimal for presenting new language to young learners. However, Dunkel's (1986) suggests that students need to activate previous knowledge of language before being exposed to listening input. These authors end by emphasizing the importance of pre-teaching vocabulary prior to listening tasks as an effective strategy to facilitate students' comprehension. The repetition of words is one of the strategies that were used when teaching new words; it helped students to remember them and associate them with the images when they were listening to stories.

### **3 Games were a useful strategy for reducing anxiety and introducing and practicing grammar structures in an enjoyable way**

I observed that games, such as “broken telephone” and pantomiming English words for their classmates to guess, used as warm up activities, helped to reduce anxiety, helped students to learn vocabulary in meaningful contexts, motivated students to concentrate and stimulated their participation. The repetition of sentences in warm-up activities also helped to increase students’ confidence in the use of L2. Students demonstrated their interest, motivation, and comprehension by eagerly raising their hands in order to answer the questions and by calling aloud asking to be chosen to pantomime vocabulary words.

The following sample illustrates how I organized the group into three lines with six students in each line. I did this because the classroom was small and this organization facilitates group management. In this way I give oral instruction about how the game was to be played. (Appendix)

Sample 1:

***T: Well, this is a first line then the second, third fourth, you understand? –***

***T: Camacho could you please repeat what we are going to do with the papers?***

***T: Cual es la actividad que vamos hacer?***

***Ss.: vamos a jugar teléfono roto***

***T: Remember the person who takes the paper only read and say it on the ear to the other classmate,***

***In that moment all students started the game: The student pas the word ....telling in the ear to the other classmate at the end of the line one student responded to teacher questions?***

***T: What is the verb?***

***Ss: Go!***

***T: very good!!-***

I observed that students seemed relaxed and showed interest in the listening activity; they made some facial expressions such as opening their eyes and smiled, and their attention was focused on the task. When students said aloud the words that they heard (in the game of broken telephone) I encouraged them with expressions such as “¡Good!” “¡Very good!”. This seemed to help students to be confident and to participate. Also, this gives the impression that games help students learn vocabulary.

According to Ur, (1984) “The use of kinesthetic movement and didactic games in the EFL classroom facilitates the comprehension of commands in a second language and prepares students for the acquisition of vocabulary to carry out listening task.”, In a similar way, Reuben (1999) cited by Kumar and Lightner (2007) suggests that “The use of activities and games in class encourages active learning, as well as collaboration and interactivity”.

In the following sample we can see how students responded enthusiastically to my promptings and demonstrated understanding of the vocabulary presented.

(Sample 2)

Here teacher was on the pre-listening part and was showing the flashcards.

**T What is this?. Skates...**

**Ss: Sara what is? All students said ... Is a hat .. hat ... hat .. hat**

**T: Who can tell me what is hat? - The policeman has a hat**

**T: Jenifer what is this?**

**Ss: Skis .. skis .skis**

**T: Valentine? what is this ?**

**T: : what is the word .. ballon  
and what is?**

**T. here , again .. what is the word ..**

**SS. jet**

**T: Ok finally**

**Here students continue playing: and finish the activity**

**SS. profe yoooooooo yo yooo**

**T. OK.**

I made the students repeat three times the words on each flash card in order to ensure their retention in students' short term memory and to facilitate their comprehension of the stories later.

Namerow (1996, cited by Kumar and Lightner 2007) asserts that games do not solve all of the problems in a classroom. However, games can be a useful tool to involve students in the activities. Clark (1982, cited by Peñante and Bazo 2001) points out that games are best used to review or practice words and sentences that have already been introduced, although they can also be used to introduce new pieces of language. Moreover, games serve as a technique for teachers to assess students.

#### **4. The use of a predictable book and an audio file facilitated students' listening comprehension**

For this part of the study, I created my own **big book** version of *Marvin K. Mooney Will You Please Go Now!* By Dr. Seuss. I also downloaded on the internet the audio file of the story. First, students listened to the story as pronounced by a Spanish speaker (myself) and then heard the same story told through the use of the audio file; thus the students were exposed to native English pronunciation. They also organized the pictures from the book at the same

time they were listening to the story. In this way I found that students recognized the varieties of English accents.

In the following sample I was putting on the radio the oral version of the Marvin K. Mooney story. I put off the radio after finishing sentences; students were organizing the pictures that corresponded on the sentences that they were listening.

### **Sample (1)**

*.....Teacher put the story on the radio....*

*Students listen*

*Teacher stops the CD player*

*Ss: Christian raised his hand and goes to the desk and selects the picture*

*T: you can put it; do you think that is this? -listen and pay attention, you can go by foot you can by cow*

As a post-listening activity, I had students listen to the story again and organize pictures that represented the events. At this moment the students could not see the written text of the story, but the use of these images seemed to help them remember the vocabulary presented in the book.

In the following sample, I explained to students the post listening part. In this part of the class, I clarified to students that there were not text on the papers but only pictures in that moment students respond in L1 demonstrating that they know the vocabulary and that they wanted to participate.

### **Sample (2)**

*“Again the story on the radio “*

*T: here there are any writing xxxxxx , no esta escrito estan las figuras .. you can go by foot you can go by cow:*

*Ss: miguel angel. by foot es a pie ..*

***T: and in the pictures what is , come on and look for this? -you can go by cow-***

***SS: miguel yo se que es a pie***

***Ss: julian teacher , pueodo yo , teacher venga yo . yo quiero***

This example calls to mind the words of Curtain and Dahlberg (2004, cited in Norton and Redmond, 2006) to the effect that the use of images to accompany listening instruction is helpful to students in the organization of ideas, in order to get meaning out of the audio material.

For the post-listening activity I had students listen to a recording of the story read by a Native American speaker; in this way I ensured that they heard the words in slightly different pronunciations. Students should hear different varieties of English and different pronunciation during their learning process. Students can be exposed to occasional varieties of English with diverse accents (other than the teacher's) through the use of taped material (Harmer, 1998)

#### ***4.1 The use of a predictable book helped to focus students' attention on the Listening task***

Predictable books create a positive impact to develop children listening, the characteristics of those books such as pictures and the content called the student's attention. There are major results if predictable books are used in a big presentation and there are a very large group of students.

While I presented the book, students reacted with exclamations like: "*Qué librisimo!*" It was observed that colorful images and the book's size caught their attention. This is to say that

student's reactions such as some expressions and gestures in the English class demonstrated their like for the use of the book. During the listening part of the listening task, students were attentive and quiet in order to listen carefully to the story coming from the predictable book. Also, whispers were heard inside the classroom as it is notable in the following sample:

### **Sample 1**

*T: Ok here, here I have a book..*

*(La reacción de los estudiantes .. uich hay que chévere!!! voces ) They are surprise.... Que librisimo.....!!*

Linse 2007(cited by Slattery & Willis 2001; Brewster, Ellis and Girard 2002) asserts that the use of stories in EFL elementary school classrooms allows learners to be exposed to other cultures.

In the following piece of a retrospective journal account how I explained to students with realia what happened in the story. The explanation was in Spanish so that students could relate the example with their own experiences.

### **Sample 2**

**"The English teacher practitioner takes out a book and shows the students a big book called "Marvin K. Mooney Please you go now!!" Students pay attention to what the teacher is explaining during the lesson.**

**The teacher explains the book in Spanish and provides an example to one student asking if he had a little brother. And what happening if he wanted to play and her little brother did not pay attention. Others students pay attention to the teacher's explanation"**

Nation (2003) suggests that the use of L1 in L2 classroom facilitates the language acquisition; due to L1 provide a familiar and effective way to grips meaning used in the L2.



Moreover, Castro (2002, p. 52) reports on a study carried out in Colombia “that listening to stories develops children’s listening and concentration skills and their ability to receive and understand information expressed in words. Besides, with the stories children develop learning strategies such as listening for general meanings, predicting, guessing meaning and hypothesizing”.

#### ***4.1.2 Asking questions after reading aloud helped to confirm students’ comprehension***

Strategies such as asking questions to students after reading aloud stories facilitates to teacher knows if students comprehend the story through the listening .

After reading the book aloud, I asked questions about the story of “*Marvin K. Mooney will you please go now!!*” When I asked questions about what happened in the story and which were the participants and some characteristic of the story, I observed that students understood when I spoke in English, but many of their answers were in Spanish. This is to say, that the students’ responses in L2 were minimal.

Questions asked to monitoring comprehension are evidenced in the following paragraph:

##### **Sample 1**

***After teacher read aloud the story:***

***T: do you like this book?***

***Ss: yes...***

***T: Who is Marvin?***

***SS: es un Greenwich***

***T: What color is the wathc***

***Ss: Pink and green***

***T: And what color is the dress***

***Ss: Purple***

***Ss: Rosado***

After reading aloud the predictable big book, I found that students' responses were in single words and also in the L1 at the moment of monitoring the listening comprehension.

To illustrate the post-listening part, I described to students the next activity; one of the students explained the task in his own words using L1.

## **Sample 2**

***T: Now we are going to listen the story about Marvin***

***Here I have the paper, and you need to listen and choose what the correct order is?.***

***First, we are going to put this paper in order as the book, but first we are going to listen,***

***SS : (NICOLAS): profe , que uno pone cada figura en el orden que es .***

Peñante and Bazo (2001) found that “when students listened to stories that were followed up with repetitions, comprehension checks, and gestures they performed significantly better” in comprehension tasks.

I observed in this part of the lesson that the students participated in the class using their mother tongue. However, the words taught before seemed to be stored on their minds because of students made use of it only when they were motivated to do so.

In this regard, the sample presented goes in accordance to Krashen and Terrell (1983) who argue that teachers should not force the student to produce utterances in the target language until they feel confident enough to participate. Moreover, Rost (2002) suggests that Comprehensible input refers to the language that listeners are able to understand, even though

this comprehension input contains some linguistic elements that are unfamiliar to the listener. Hence, according to Krashen and Terrell (1983) the oral production is developed in stages having in first stanza non-verbal communication and also the response with a single word.

#### ***4.1.3 Students demonstrated comprehension by organizing pictures***

In the third part of the class that was the post-listening section, the students had to organize a series of flash cards that contained visual fragments from the predictable book, they were listening at the same time. In the audio the story was told by a native speaker. In addition, in this final session students recognized the vocabulary they acquired in previous sections during the lesson (Pre-listening).



Figure 1

The students made some mistakes, but they showed enthusiasm and were eager to participate and often used gestures and body language to demonstrate that they knew the answers. Also, students helped each other correcting the mistakes. At the end of the activity I showed them the book and compared the images on the board with the correct sequence of the

images in the book. In the following paragraph there is a sample of how students comprehended short sentences and their participation in the first language.

### Sample 1

This transcription were taken from the video at minute 45: 20 seg

*T : here there are any writing ..., no esta escrito estan las figuras .. you can go by foot you can go by cow:*

*Ss: Miguel Angel. By foot es a pie..*

*T: and in the pictures what is , come on and look for this? -you can go by cow-*

*SS: miguel yo sé que es a pie*

*Ss: Julián teacher, puedo yo...., teacher venga yo. yo quiero*

I observed in this sample that the students developed their comprehension skill when telling the story in their own words. Actions demonstrated (students asking question, students organized pictures on the post listening part, participation by students in didactic games ) that the listening activity was helpful to reduce the affective filter. Hence, at the moment to recite the story, students showed enthusiastic and spontaneous.

Cabrera and Martinez (2001) suggest the importance of including different type of interactional modifications: such as repetition, comprehension check, and gesture help young Spanish speaking children comprehend English stories.

Curtain and Dahlberg (2004, cited by Norton and Redmond 2006) conclude that the use of visual aids such as graphic organizers and pictures to accompany listening instruction can assist students in organizing ideas and relating them to meaning.

## 5. Students produced English sentences from the story in a public event

As a kind of prize for students that best performed retelling the story, I gave them the opportunity to raise the flag (Izar la Bandera). Hence, these students told the story in front of their teachers and classmates in the central part of the school

.

I noticed that students were repeating and memorizing the story in an animated way. They pronounced short sentences with mistakes, but this did not prevent them from remembering the story and they did not lose the motivation to participate.

The following excerpt is taken from the *journal* that I was writing at the end of the cultural activity. The journal entry is in Spanish, but the activity was done in English.

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### **Journal: November 19<sup>th</sup> 2010, after cultural English activity at the school.**

- *“Fueron dieciocho estudiantes los que decían una frase referente al cuento, muchos de estos decían dos oraciones, Hay que hacer énfasis en que cada niño decía la frase del cuento de memoria y no estaban sujetos a realizar una lectura”*
- *“Los estudiantes sabían el orden del cuento y mostraban deseos de participar si alguno no sabía la frase”.*
- *“Los estudiantes identificaron los objetos personas y acciones que estaban dentro del texto enseñado y lo aplicaron oralmente”.*

Gonzalez, (2010) points out that “repetitive stories are easy for children and help them to memorize patterns and structures of story and eventually achieve word recognition”.

Moreover, Krashen (1983) points out that” learners with high motivation, self-confidence, a good self-image and a low level of anxiety are better prepared to acquire a second language”.  
(p.23)

## **6. Implementing predictable books involved some challenges and pedagogical considerations**

The use of a predictable book in elementary grades was a useful tool for improving listening skills. Nevertheless, there were challenges and factors necessary to take into account in the implementation of predictable books. Some of these were:



Figure 2

- I had to find a book appropriate to the ages of my students or adapt one that is designed for younger students.

- I had to create a big book version of the story, since this kind of book is not printable.

The characteristics of the book that I needed in order to catch students' attention were:

size's big book (33cm x 55cm), colorful pictures, short sentences and 24 pages.

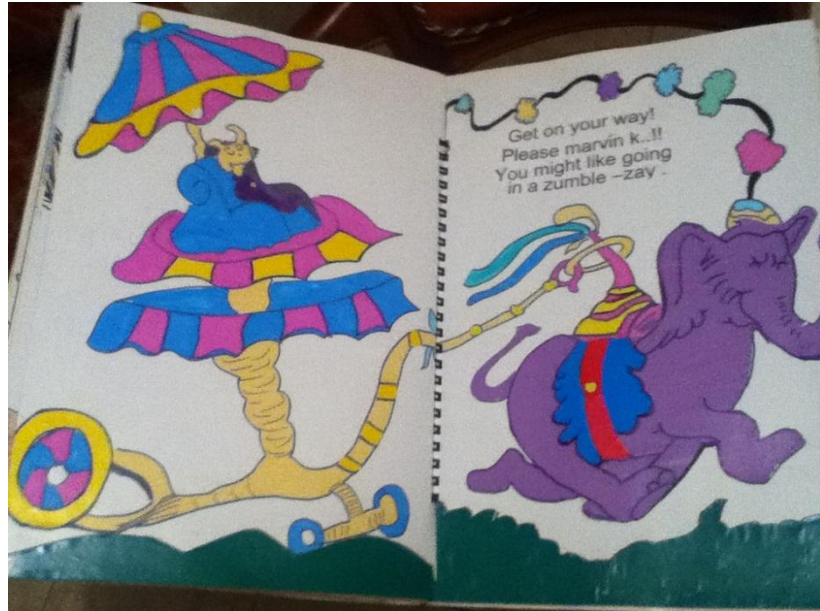


Figure 3

- Another challenge was to develop motivating activities in order to create an appropriate atmosphere. In addition to TPR activities, I used a song selected by students and played didactic games with them.



Figure 4

- . When classes could not be programmed for the early morning hours, I had to find ways to calm them and to hold their attention. For example, I had students change the chair and I used TPR commands. I observed that student's attention was more effective during the early part of the day because they were more calm and also more receptive
- There were thirty-seven students in a small classroom which was located next to an avenue. Therefore, students were distracted because of the sounds of the cars on the street
- Some students were looking at the bilingual dictionary for the meaning of some words that they wanted to know and that had no relation with the topic they were working on.

One of the most effective ways to develop English in class is oral communication. All human beings have the opportunities to express their ideas through the use of kinesthetic movement and visual aids. Those are tools that help to express our feelings and thought.



Body language and didactic games in EFL classrooms give the opportunity to students to comprehend commands in a foreign language. Ur,(1984). Furthermore, activities and games in class activate learning as well as collaboration and interactivity. Reuben (1999, cited by Kumar and Lightner, 2007)

## **Pedagogical Implications**

The use of predictable big books in listening activities facilitates the development of listening skills in primary school students. Listening activities should be brief and applied in the first hours of the day, due to the fact that during long school sessions students may become stressed and less participative.

One way to present a book is through a “big book” presentation in which illustrations help students understand the story. The use of short sentences helps students to remember the short patterns that are necessary to comprehend the story. One of the principal steps that teachers should take into account before reading the story aloud is pre-teaching the vocabulary

Teachers lower students’ anxiety through the use of didactic activities such as games and songs. These are some strategies that teacher can use to create an English environment and to help students to be confident in acquiring a second language.

### **Research Implication**

After carrying out this research, I found other aspects that could be investigate with respect to the implementation predictable books. For example I notice that boys seem more willing to participate in of predictable books activities than girls. For this reason it will interest to analyzing possible differences in boys' and girls' responses to this kind of activities.

Another important aspect that could be investigated is the possible advantages or disadvantage of doing listening activities during the early time of the morning as opposed to the later hours of the day.

### **Limitations of the study**

In this study most of the difficulties were at the end of the English cultural event. I did not interview the students to know if they felt comfortable with the event. One of the reasons that I could not do the interview was the timing, due to the fact that academic period was finished.

On the other hand, the use of the predictable-book was difficult because I could not find any predictable books with large print; that is why I had to make it by myself.

Another important aspect that I did not take into account was the differences in student's ages. Some of them were teenagers and they did not pay attention. It is possible that they considered the story too infantile.

The last limitation of the study that I found was that when I used the camera to tape the classes it distracted the students, and their questions about the equipment resulted in interruptions of the activity.

## Conclusion

The aim of this project was to develop listening comprehension in the fifth grade EFL students. To achieve this goal, I use a predictable book called *“Marvin K. Mooney Will You Please Go Now!!!”* by Dr. Seuss; which I designed in a “big book “presentation. One of the listening strategies used during the process was reading aloud a predictable big book and also having students listen to an audio recording of the same story read by a native speaker. I divided the lesson into three sessions: pre-listening, listening and post-listening in order to facilitate students’ engagement.

In the *pre- listening* stage I used TPR activities, games and visual aids to activate student’s vocabulary. I found that students learned easily through the use of body language and images. These techniques also served to increase student’s motivation and participation in class by reducing their affective filter.

In the *listening* part of the lesson students heard a predictable book read aloud by the teacher. After the reading, they answered comprehension questions. During this stage the students demonstrated comprehension by participating and answering questions in the L1.

In the *post-listening* stage students organized a set of pictures that represented the story while they listened to an audio file of the same story, I found that students could comprehend the story and could memorize it without using notes as help. They also could tell the story to their classmates in the context of a cultural event at the school.

This finding suggests that big predictable books, that contain short repetitious sentences and attention-getting pictures, can be a valuable tool to help young learners acquire listening skills. Teachers should be careful to plan lessons that motivate the students and maintain their interest. Activities such as games and TPR activities can be useful because they reduce students' anxiety and allow them to participate actively. However those kinds of activities should be brief and, if possible done in the first hours of the school day. I found that boys seem more attentive to listening activities than girls. This suggest a topic for further researcher.

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# APPENDIX

## Appendix 1

**ENCUESTA  
UNIVERSIDAD TECNOLÓGICA DE PEREIRA  
FACULTAD DE HUMANIDADES  
LICENCIATURA EN ENSEÑANZA DE LA LENGUA INGLESA**

1. What specific skills do you think your students need in English?

¿Que habilidades piensa usted que los estudiantes necesitan desarrollar en ingles?

2. How important do you think it is that students develop the ability to listen and understand spoken in English? (Why / why not)?

¿Que tan importante es que los estudiantes desarrollen la habilidad de escucha y que entiendan cuando se habla en ingles?

3. How familiar are you with the project “Colombia Bilingual”? How do you see the role of teachers like yourself in the success of this project?

¿Que tan familiar está usted con el proyecto Colombia bilingüe? Conoce usted el rol de los profesores para cumplir esta meta?

4. How successful do you think the English classes at Remigio Antonio Cañarte with respect to developing listening skills?

¿Que tan exitosas son las clases de ingles en la Remigio Antonio Cañarte con respecto al desarrollo de las habilidades de escucha?

5. What problems have you encountered with this? (Materials, equipment, lack of teacher preparation, lack of student motivation, etc.)

¿Que problemas ha encontrado para el desarrollo de actividades de escucha en ingles?

6. What do you think you (and/or the institution, the government, etc.) could do to address these problems?

¿Como ha pensado direccionar /conducir el problema?

7. How many hours of English instruction do the students receive each week?

¿Cuántas clases de inglés reciben los estudiantes de inglés cada semana?

8. What are the most common classroom activities?

¿Cuáles son las actividades comunes en el salón de clase?

9. What kinds of listening activities do the students do in class?

¿Qué clase de actividades de escucha desarrolla los estudiantes en clase?

10. How do the students at Remigio Antonio Cañarte respond to these activities (with enthusiasm, without interest, etc.)?

¿Cómo responden los estudiantes de la Remigio Antonio Cañarte a estas actividades?

## Appendix 2

### OBSERVATION FORMAT N ° 1

STUDENT'S BEHAVIOUR DURING THE LISTENING ACTIVITY.	
TOPIC	OBSERVATION
<b>STUDENTS ANSWER TO TPR (TOTAL PHYSICAL RESPONSE)</b>	<i>The student's answered to the questions from the teacher. It's answer was immediately and collective. Students expressed comprehension to teacher's command through the use of gestures; it was because these commands had been taught as warming up activities in before lessons.</i>
<b>STUDENTS ACTITUD IN TPR ACTIVITIES</b>	<i>Students showed interest to participate in the activities that the teacher implemented in the English class (broken telephone, mimic). It was a positive impact because these activities lower the student's anxiety. Allowing that students wanted to participate in this game and repetitive words into a context.</i>
<b>STUDENT'S PARTICIPATION IN ENGLISH CLASS</b>	<i>In the English class was observed that predominant participation was boys and the girl's participation was not frequently. The age ranges normal in the classroom.</i>
<b>CONCLUSION:</b> <i>Student's participation in listening activities allows me to know if they understand oral instructions. Motivations , attitudes and gestures did by students were evidences that permit to know if the strategies like (TPR , flash cards, audio book, big predictable book ) used by the teacher, were success to develop listening skills in elementary grades.</i>	

### OBSERVATION FORMAT N° 2

SECOND LANGUAGE ADQUISICION	
TOPIC	OBSERVATION
<b>ISOLATE WORDS</b>	<i>The students acquired new vocabulary through the use of flash cards and repetition of the words the pictures contained the name of each picture. It facilitates the comprehension to the new vocabulary. Students learned isolate words, but after those words were applied in commands given in the pre-listing stage. Those words were repeating in short sentences and also were listening in warm up activities that students listened.</i>
<b>LISTENING COMPREHENSIBLE INPUT</b>	<i>Students were exposed to a listening story, which was accompanied with pictures previously taught, it makes possible that students did a relation with they were listening and with they were watched on the flash cards. Familiarizing to students with the pictures and their meaning in a foreign language facilitate the comprehension in the post-listening stage. In this stage students listened the story and the same time organize the pictures.</i>
<b>VOCABULARY INTO A CONTEXT</b>	<i>It was observed that the students identified the words taught into the context, because they participate when the teacher did questions about the book and they answered. Also, when the students listening the activity (post listening) they know which were the picture that connected with they had been hearing. It also highlights oral participation in the first language in the specification of a phrase or word of the second language.</i>
<b>CONCLUSION:</b> <i>The second language was developed the listening activities. It was supported to</i>	

*visual aids. The used of that facilitates to student's comprehension of new words in a foreign language.*  
*Students used the first language to communicate their ideas according with they had been listening.*

### OBSERVATION FORMAT 3

ANSWER'S STUDENTS IN LISTENING ACTIVITIES.	
TOPIC	OBSERVATION
<b>IMPACT OF BIG-PREDICTABLE BOOK IN LISTENING ACTIVITIES</b>	<p>·  <i>The book had colorful picture and were sentences short easy to students remember. It was comprehensible to children. The impact of the predictable book presentation was positive they used expressions as “ <b>uy que librisimo</b>”. The book allow to students generate expectations and curiosities about the content.</i></p> <p><i>During this class, students were focused in the listening activity; it was happened because the book had pictures that called the attention in the students. At the end of the activity, the students did not lose the attention on the listening activity; they continue responding to all questions that the teacher asked to them, some questions students answer in the first language.</i></p>
<b>LISTENING COMPREHENSION TROUGHT PICTURES AND AUDIO STORY “MARVIN KEY MOONEY” BY DR SEUS</b>	<p><i>I observed that students participation were frequently, their attention were focus on the pictures on the audio book.</i></p> <p><i>Students did a relation to pictures with the audiobook. At the end of the activity teacher compared the pictures put on the board with the story on the book.</i></p>
<b>CONCLUSION:</b> <i>The visual aids were a fundamental tool used by the teacher. The use of didactic material facilitates the student's comprehension it make possible that students connect the previous knowledge with the new language learning.</i> <i>Students after acquire the input necessary to comprehend listening can tell the story and organize the pictures since they listened because the students familiarize with the vocabulary previous teaching into a context.</i>	

## **Appendix 3**

### **Field notes**

November 2 del 2010

Time : one hour

Group: 35 student's fifth grade.

#### **First part of the class:**

- The students responded immediately when the teacher asked questions.
- At the beginning of the class students paid attention, 20minutes after, students were talking with their classmates.
- Teacher used gesture to introduce new vocabulary. It facilitates to students the comprehension and the meaning of new words.
- Teacher used objects that allowed to students familiarize with the second language( chairs , desk, pictures , big book , board).
- Students participation were individual and in whole group.
- The games in class were a way to evaluated to students.
- There were students that did not pay attention, because they were writing in the notebooks.
- When students participate in games “telephone broken” they respond quickly and in a correct way.
- There were continuous responses by students to the teacher. .
- The students participation were individual but sometimes it were collective.  
For that reason students learned in whole group.



## **Second part of the class**

- When students did not understand words in a foreign language they were in silence .
- There were motivations by the teacher to students. This kind of motivations were expressions such as “ good , excellent.. you can do it..
- Boys participated more than girls in the English class.
- There were laughs by classmates when some students had mistaken in the oral activities.
- Students responded in the activities in the mother language.
- Students were attentive and their participation increase in listening games ( telephone broken , and guessing the words ).

## **Third part of the class**

- There were lot noises in the class, because the classroom was next to the avenue. For that reason students did not pay attention. Also some students were interested about how they could say in English other words, and they were looking for some words in the dictionary.
- Students demonstrate like and gestures of surprise when they were exposed to the big book.
- Students were concentrating when the teacher read aloud the predictable book
- Students organized the pictures while they were exposed to audio listening story.
- The pictures were a strategy to help students understand the story. I know that it was successfully to them, because they identified the name of the draw when the teacher presented it.
- Teacher used realia before reading the story. She used familiar experiences , especial to students
- Was a positive impact exposed the big book to students. Students were exposed to the story many times, but to the first time , teacher read aloud the predictable book, but the next three times they were listening the story on the audio, this pronunciation was different to the teacher ´s pronunciation.

- Make questions about the book is a good way to monitoring to students. And know if there is the input necessary to produce the output.

## Appendix 4

### LESSON PLAN

<b>Teacher's name : Maria Del Pilar Londoño Buritica</b>	
<b>Institution: "Escuela Remigio Antonio Cañarte</b>	
<b>Date of the class:</b> November 2 <sup>nd</sup> - 5 <sup>th</sup> 2010.	<b>Time of the class:</b> 1 hour <b>Length of class:</b> 60 minutes.
<b>Class/Grade:</b> 5th grade	
<b>Number of learners:</b> 36	<b>Average age of learners:</b>
<b>Numbers of years of English study:</b> 5 years	<b>Level of learners:</b> Elementary
<b>Lesson number:</b> 1	
<b>Aims:</b> At the end of the class: <ul style="list-style-type: none"> <li>• Students will learn vocabulary about the story "Marvin k .Mooney will you please go now?"</li> <li>• Students will follow commands through the use of TPR</li> <li>• Students will develop listening comprehension while the students make a relationship between the pictures and the names of it.</li> <li>• Students will focus on pragmatic and sociolinguistic competence through the response of greetings and farewells.</li> <li>• Students memorize the story and could tell the story.</li> <li>• Students organize the picture's story when they are going to be exposure to audio listening activity.</li> </ul>	
<b>Personal aims:</b> <ul style="list-style-type: none"> <li>• At the end of the class:</li> <li>• Teacher will improve tone of voice.</li> <li>• Teacher will improve classroom management</li> <li>• Teacher will progress on time management</li> </ul>	
<b>Assumed knowledge:</b> Students should follow simple instructions. Moreover, they should distinguish diverse commands and verbs. Students recognize vocabulary as: time, come, now, after, can, go, skates, hat, bike.	
<b>Description of language item/skill:</b> Students learn new vocabulary and pronunciation and explanation about these words will be provided by the teacher. <div style="margin-top: 20px;"> <b>Speaking skill</b> <ul style="list-style-type: none"> <li>• Students will pronounce some words that refer to story.</li> <li>• Students memorize a short text through the use of gestures and pictures</li> </ul> </div> <div style="margin-top: 20px;"> <b>Listening skill:</b> <ul style="list-style-type: none"> <li>• Students will follow the instructions the teacher.</li> </ul> </div>	

<ul style="list-style-type: none"> <li>Students identify the name of characters when teachers read aloud the story , with tools such as videos, visual material..</li> </ul>	
<b>Materials:</b> Predictable book , big book , Flashcards, cd –player , photocopies	
<b>Rationale part 1: Profile of the learners: Ages and language level. Learner’s linguistic and affective needs. Aims related to learners’ needs.</b>	
The students are from 9 to 10 years old; they are in elementary English level. In the English learning process students will be exposure to listen new words for them, for this reason teacher should take into account what kind of tools she will use to give activities and instructions, besides It is important to know learners feelings because not all of them will want to participate and perhaps some of them will not be feel comfortable. The new vocabulary that learners will acquire is going to conduct through the teacher’s explanation. Teacher will be confident to provide a comfortable environment to engage all the students to participate.	
<b>Rationale part 2: Anticipated problems</b>	
<b>Anticipated Problems</b> <ul style="list-style-type: none"> <li>Discipline will affect the learning process</li> <li>New vocabulary</li> <li>Students may feel shy to participate.</li> </ul>	<b>Anticipated Solutions</b> <ul style="list-style-type: none"> <li>Teacher will explain all the unfamiliar vocabulary.</li> <li>Teacher will engage all students to participate.</li> </ul>

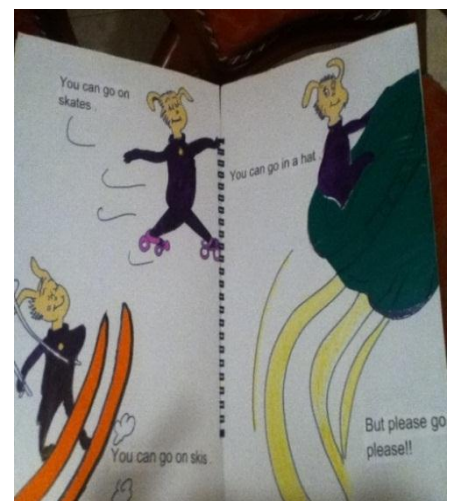
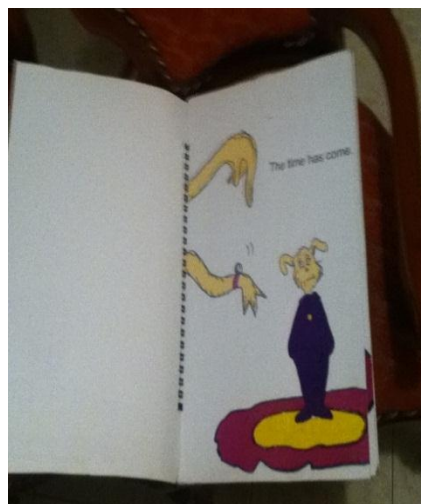
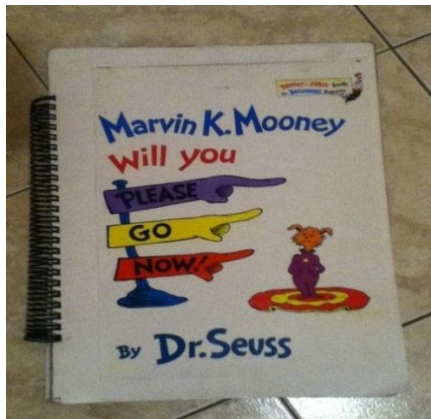
Stage	Aim	Procedure	Time & Interaction	Comments
<b>Warm Up</b>  <b>(Guessing words and telephone broken )</b>	Activate students vocabulary	<ul style="list-style-type: none"> <li>Through the use of small papers , students might represent or pantomime some words ,the whole group have to guess</li> <li>Students are going to pass the word at the end they have to say the word quicly.</li> </ul>	10-15 min	
<b>Pre-listening</b>		Students learn vocabulary through		

<b>activity</b>	students acquire new words ,	visual aids. The flash cards are (pictures with the name) pictures teacher showed.	10 min	
<b>Teaching vocabulary</b>				
<b>Activity 2</b>		Teacher read aloud the story. Students listen the story.		
<b>Listening activity</b>			20 min	
<b>( predictable – big book)</b>				
<b>Activity 3</b>		Here teacher put the audio story while students organize the pictures according to they listen.		
<b>Post listening activity.</b>	Students organize pictures. While them listening story.		45 min	
<b>Audio book.</b>				
<b>Assessment</b>	Oral Presentation of story the izada de Bandera			

## Appendix 5

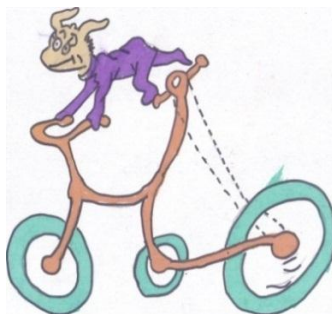
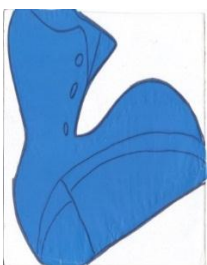
### BIG – PREDICTABLE BOOK

#### MARVIN K. MOONEY WILL YOU PLEASE GO NOW BY DR. SEUSS



## VISUAL AIDS

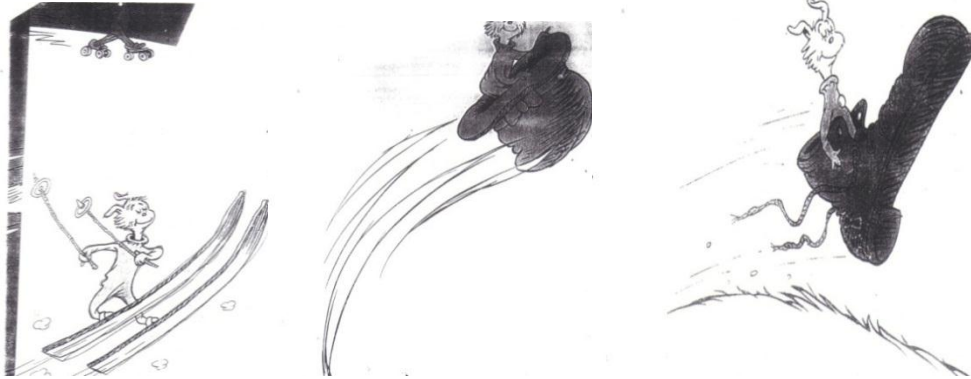
### FLASH CARDS



**PRE -LISTENING PART (teaching the verb” go “with TPR method)**



**PICTURES USED IN THE POST LISTENING PART..**





## POST LISTENING PART – AUDIO STORY



## APPENDIX

### CULTURAL EVENT

#### Transcription of de video November 19 -2010

Time: 9:30 am

Place: School Remigio Antonio Cañarte

All students are in the central part of the school, twenty students are stand up .they were stand up in front to the students, waiting that their students were quite to start to tell the story MARVIN K.

Mooney.

**T .** silencio por favor .. gracias !!

**Ss Alejandra** the time has come , the time has come

**Ss Gabriela :** the time is a now

**Ss sajhat :** just go , go ..

**Ss camilo :** i don't care how ...

**Ssmiguel angel:** you can go by foot ( students show his foot )

**Ss maria alejandra :** you can go by cow

**Ss yefri :** marvin k mooney will you please go now !!

**Ss ronaldo** you can go on skate

**Ss byron** you can go on skis .....

#### JOURNAL NOVIEMBRE 19

November 19th 2010

Place: School Providence.

#### *Journal*

**Descripción de la actividad:** los estudiantes en un semicírculo frente a sus compañeros relataron la historia de Marvin K. Money Will you please go now j. Cada estudiante tenía en su mano o llevaba puesto lo que le representaba en el cuento. Cada estudiante comienza a relatar la historia diciendo en voz alta lo que le corresponde. En el centro del semi circulo había una niña que hizo del personaje (Marvin) la función de esta era pasar por cada uno de los compañeros mientras estos le decía una

frase, finalizando esta inmediatamente haría caso y saldría corriendo dando por fin el relato del cuento

Fueron 18 niños los que decía una frase referente al cuento, muchos de estos decían dos oraciones. Hay que hacer énfasis en que cada niño decía la frase de memoria y no estaban sujetos a realizar una lectura

**Dificultades:** muchos de los estudiantes se les olvido mostrar las imágenes, la niña que representaba Marvin, no utilizo el disfraz, por ende no se pudo observar el personaje que desempeñaba en la historia, muchos de los estudiantes no hablaban en voz alta, en cuanto al ingles se presentaron algunos problemas de pronunciación y de organización por parte de la profesora de ingles. Por ser tantos estudiantes, cada uno de estos tenían que acercarse al micrófono por eso se genero desorden.

### **Aspectos positivos**

Los estudiantes sabían el orden del cuento, fue fácil el aprendizaje del mismo, ya que días atrás los estudiantes ya habían escuchado el cuento e identificado el significado de cada una de las oraciones. Los estudiantes mostraron total participación y compromiso incluso, mostraban deseos de participación si alguno del grupo no sabia decir la parte que le correspondía. Los estudiantes al finalizar la actividad mostraron actitud de felicidad. Muchos de los estudiantes que participaron izaron la bandera, ya que la razón de la izada de bandera seria demostrar que eran buenos en ingles y esto demostró que todos querían serlo.

### **Logros**

Los estudiantes alcanzaron a entender el cuento e identificaron cual era la función dentro del relato del cuento.

Los estudiantes identificaron los objetos, personas y acciones que estaban dentro del texto enseñado anteriormente y lo aplicaron oralmente. Los estudiantes no leyeron durante el acto, por ende se alcanzo el input en los estudiantes ya que lograron manejar la oralidad.

